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and his constant opponent walked until they were footsore before finding just the dreary rows of houses to demolish in favor of their model flats. They chose their neighborhood wisely and embodied in their plans several features which were original so far as they were concerned; such, for instance, as setting the houses in their rows alternately forward and backward on the lots, so that each should have windows on four sides even though the houses did partly overlap. Their houses, I fear, could not have been built over here for as little as they thought, nor would the Biddle Street tenants use them quite so carefully as the architects expected. But—enthusiasm is a pardonable trait in a student, and perhaps also in a teacher, of Ruskin.

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### THE ALTERNATIVE ENGLISH III, SECOND SEMESTER

#### VOCATIONS, CITIZENSHIP, AND AMUSEMENTS: A COURSE FOR WEAK JUNIORS

The purpose of this course is to offer an opportunity to pupils for first-hand investigation and study of: (1) the leading American vocations, trades, and industries; (2) the study of Lincoln with a view to learning his ideals of citizenship; and (3) the examination of and inquiry into all American amusements and sports for the purpose of discriminating between good and bad recreations. A threefold benefit will obtain from this research: a survey of American manufactures will be eminently educational; intimate knowledge of the life and actions of one distinguished American will teach citizenship with its ideals of social welfare, unselfishness, and personal integrity; and critical estimates of amusements will have a moral value in equipping the pupil to determine his appropriate form of diversion later in life. That man's use of his idle hours frequently shapes and molds his career is the idea back of this plan of canvassing and exploiting the field of pastimes.

Before entering the investigation, another motive for writing and speaking can be given the class by reading searchingly Palmer's *Self-Cultivation in English*. Four cardinal principles for guidance in expression can be pressed home upon their minds during the reading of this monograph, and a sharp desire will seize the pupils to express themselves clearly, intelligibly, and vigorously. Three weeks are allowed for the reading of Palmer.

When this delightful classic has become a part of the pupils' mental possessions, the wish to find suitable subjects for consideration and discussion will be strong within them. Splendid use is now made of the survey of American trades and arts. Three weeks are allowed for this inquiry. Long lists of industries, trades, and businesses, such as sugar, flour, steel, leather, lumber, textiles, cotton, plows, automobiles, etc., are submitted for the pupils' personal choice of subjects. Each class member should report (in written or oral form) on ten different topics during the twelve or more recitations, and thus in a class of twenty-five, two hundred and fifty of the multifarious businesses of the United States are laid before the class mind. Chicago and near-by cities offer a rare chance for personal investigation. Rivalry and content may be introduced during these reports by dividing the class into squads, which will support or deny some thesis or proposition. Assign the propositions, and give out a schedule of dates when each team is to appear with briefs—not elaborate ones.

Following this panoramic glance at the field of employments, a week should be allowed for the preparation of an outline for a long essay. Unity, coherence, and emphasis can be taught best in the outline, and a solid week of study on his outline for each pupil will be an innovation that may bring surprises to the individual pupil when he begins to discover the hidden possibilities in a plan of composition. In the course of the next two weeks, daily reports on the growing dissertations are made and each essay is finally read aloud in class.

As a relief from the composition comes the reading in four weeks of a remarkable symposium of essays on Lincoln, the great citizen. The fire of patriotism as it flashes from the intellects of Carl Schurz, Emerson, Whittier, Holmes, and Lowell, and Lincoln himself, will kindle young minds with civic ideals. Point out through questions and talks the literary value of each essay as a whole, and with regard to paragraphing, sentences, words, and striking figures of speech. Out of the study of this group of sketches and poems eulogizing the martyred president will come a deepening sense of the meaning and responsibility of citizenship—without which knowledge the young man and woman frequently become discordant and untrustworthy members of society.

Thus far the review of industrial arts and the discussion of the conduct of a good citizen have occupied about two-thirds of the semester. For the final weeks one of the most important subjects in all educational curricula is to be investigated. By the same method of inquiry used with handicrafts, the whole gamut of pastimes and diversions is passed in

review. Have the class divided into squads of six each. With the big moral issues involved in the selection of proper recreations for each individual, the task of securing rivalry will be easy. Ask the class to read the chapter on argument as an aid in grouping and organizing their facts. Among possible topics which may be thrown into prepositional form are: the drama, football and baseball on Sunday, dancing, gambling, horse-racing, cards, reading novels, hobbies, motoring—ad infinitum. These questions should be designed to develop ethical judgment. Pupils will thus face such problems as: bad habits, propriety, standards of conduct, unsportsmanlike attitudes, self-denial, etc. Worded positively for debate, these topics will provide a rare occasion for sharpening young wits in the selection of their future diversions and pleasures.

Summarized by units of time, the semester's plan is as follows:

<i>Self-Cultivation in English</i> . . . . .	3 weeks
Survey of industrial arts . . . . .	3 weeks
The building of an outline . . . . .	1 week
The essay (1,500 words) . . . . .	2 weeks
Essay in citizenship . . . . .	4 weeks
Survey of amusements . . . . .	2 weeks
Debate by squads . . . . .	4 weeks
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	19 weeks

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